New Jersey Department of Education
Priorities for 2012-13

September 19, 2012

Reminder – your impressions of the NJDOE

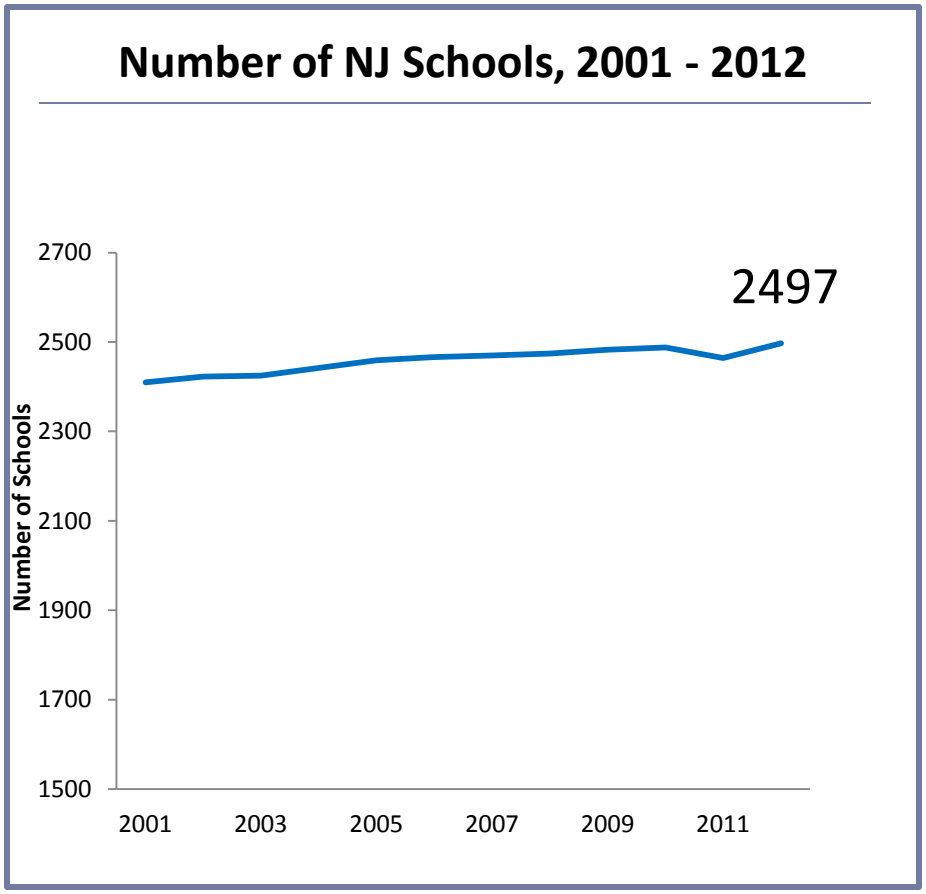
Overall, the NJDOE plays an important role in helping my district achieve its core mission of elevating student achievement and the number of students who graduate college and career ready.	**22.5%**

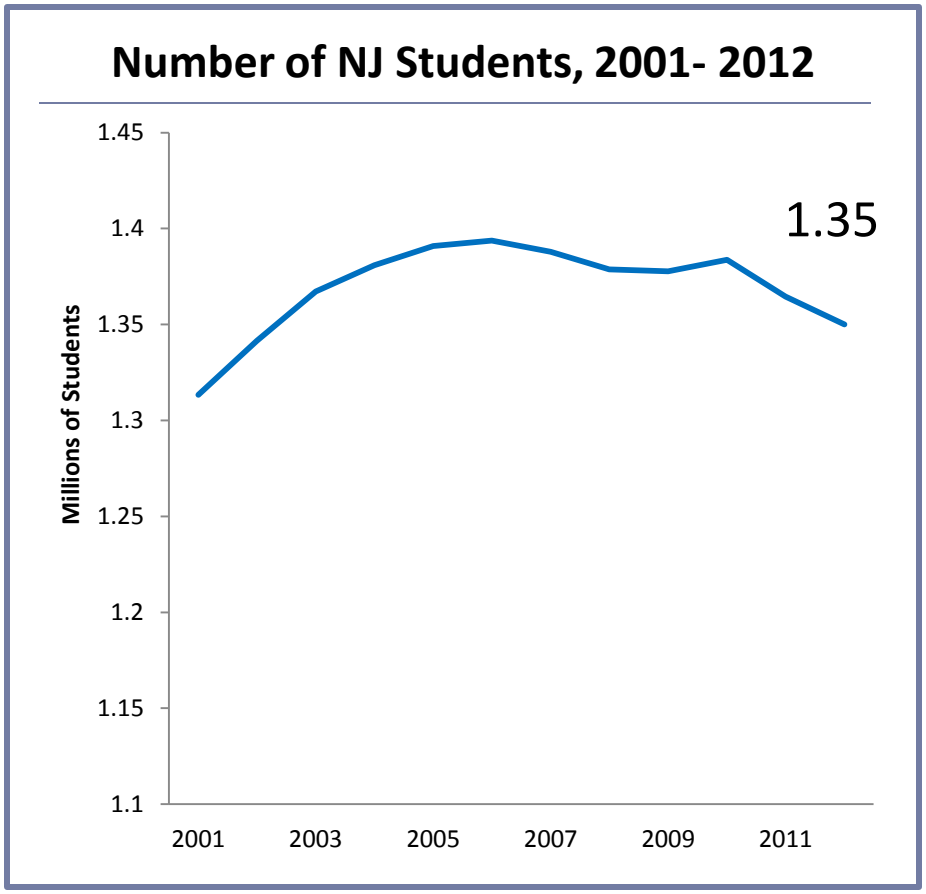
Source: Spring 2011 NJDOE Superintendent Survey

Today's agenda

- Current achievement in New Jersey
- 2011-12 Accomplishments
- NJDOE Priorities
  - Performance
  - Academics
  - Innovation
  - Talent

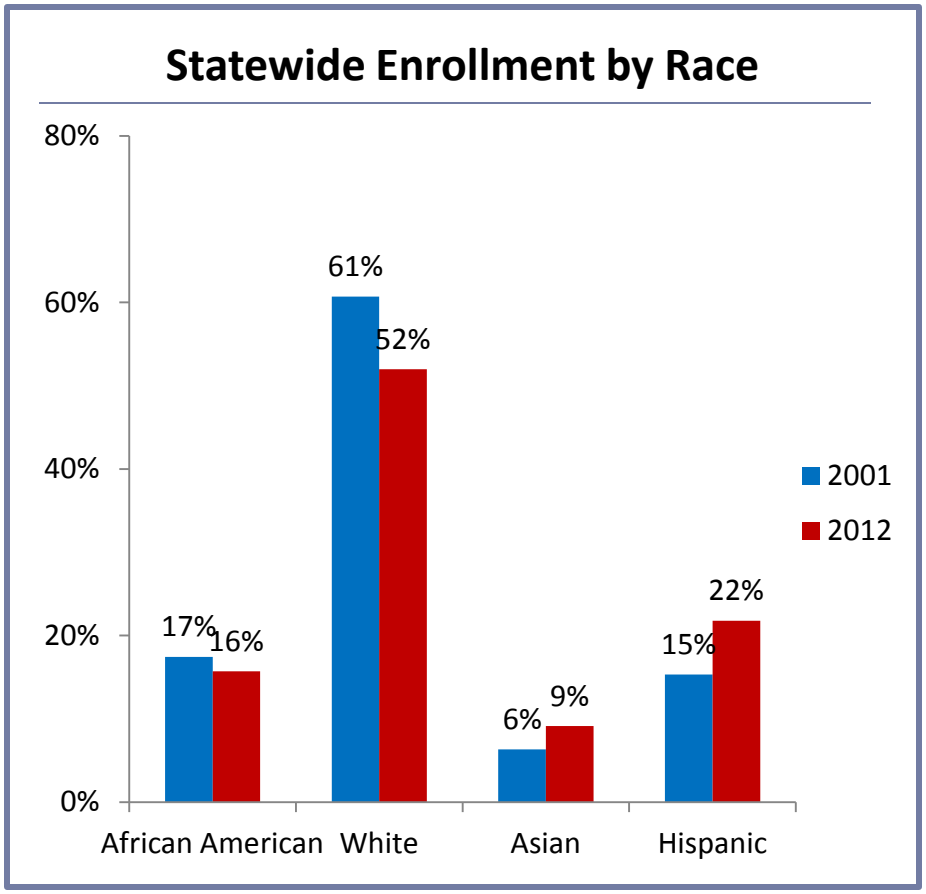
Enrollment has slightly decreased over time

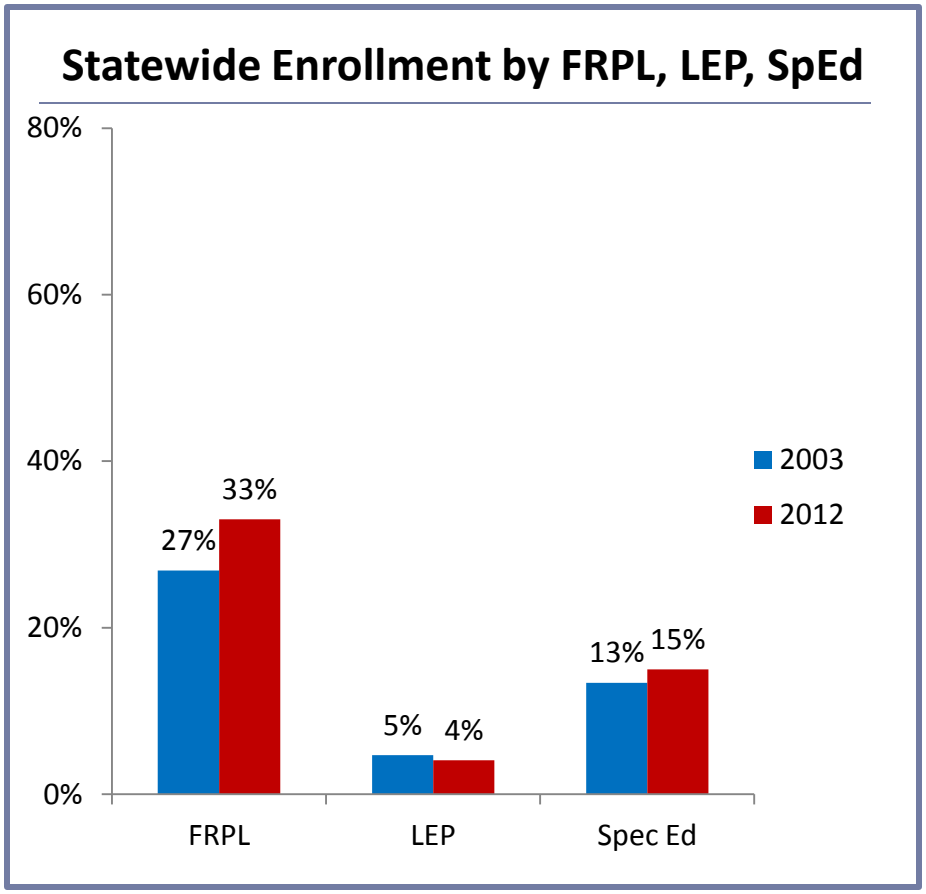




Source: NJDOE

Increase in Hispanic students, fewer White and African American students

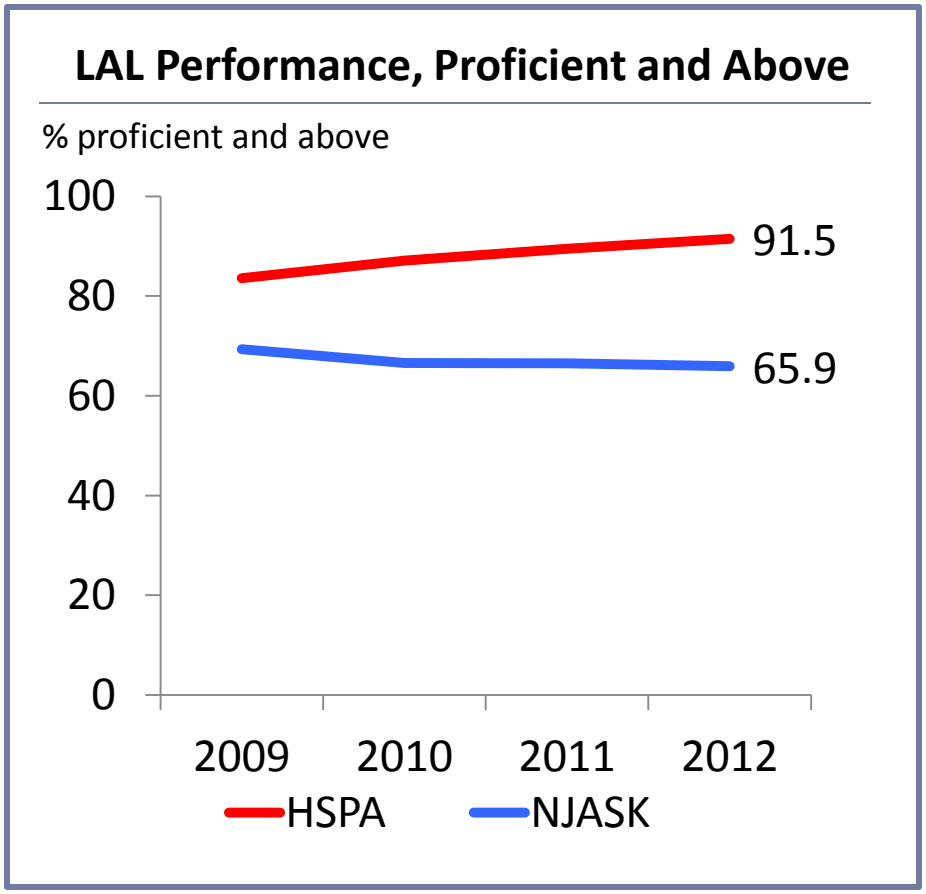


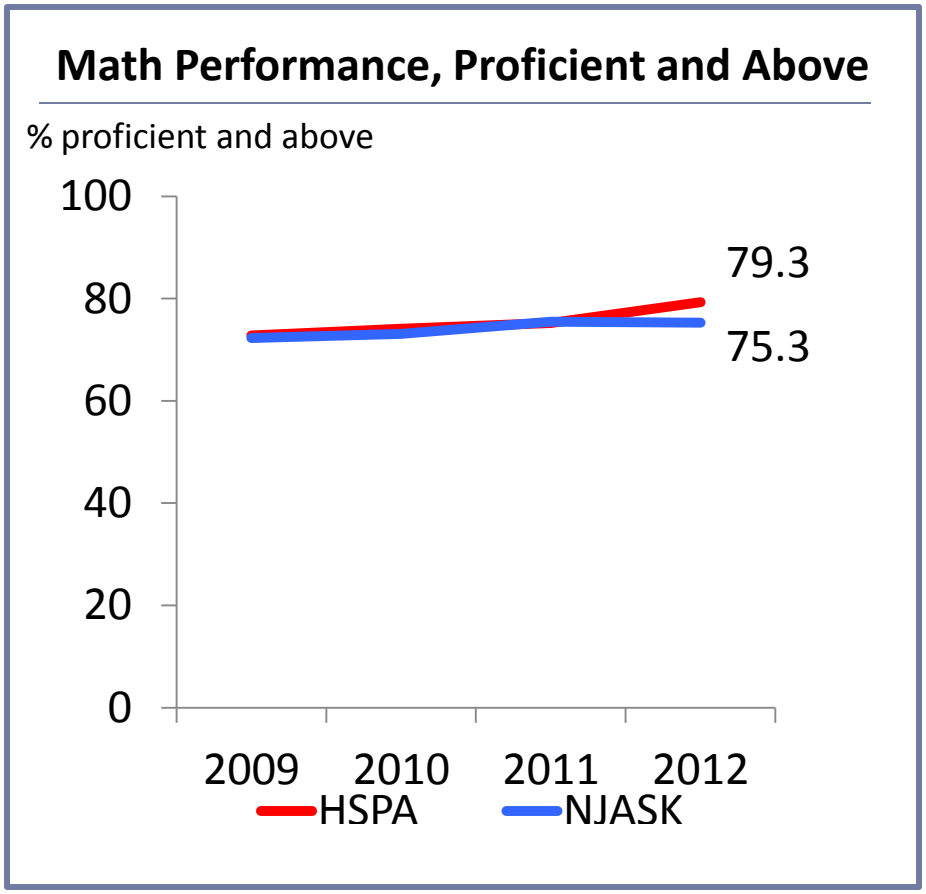


Source: NJDOE

Student Performance

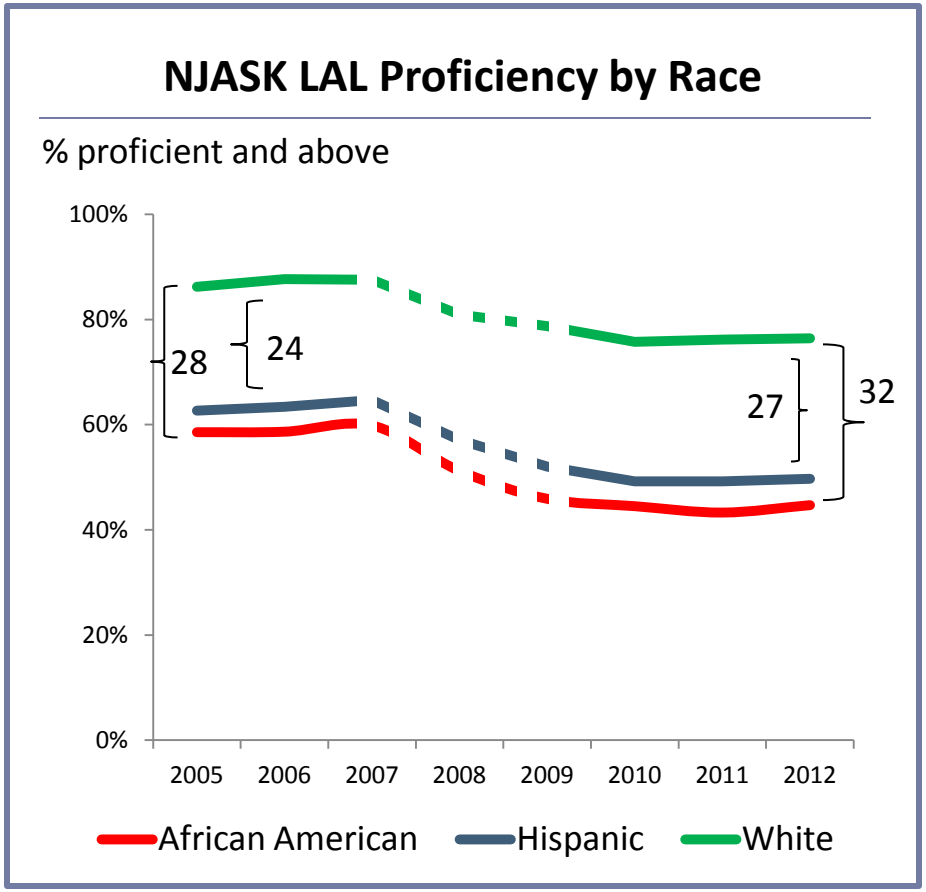
2012 NJASK and HSPA, preliminary results

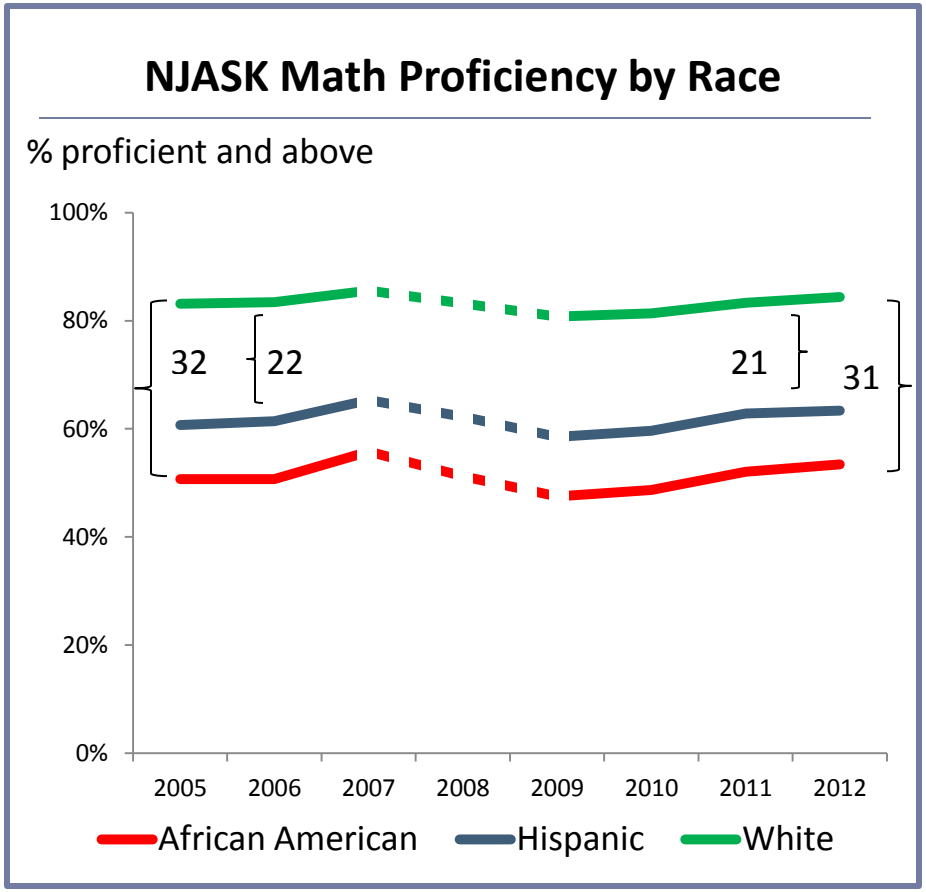




Source: NJDOE Assessment Data, 2009 - 2012

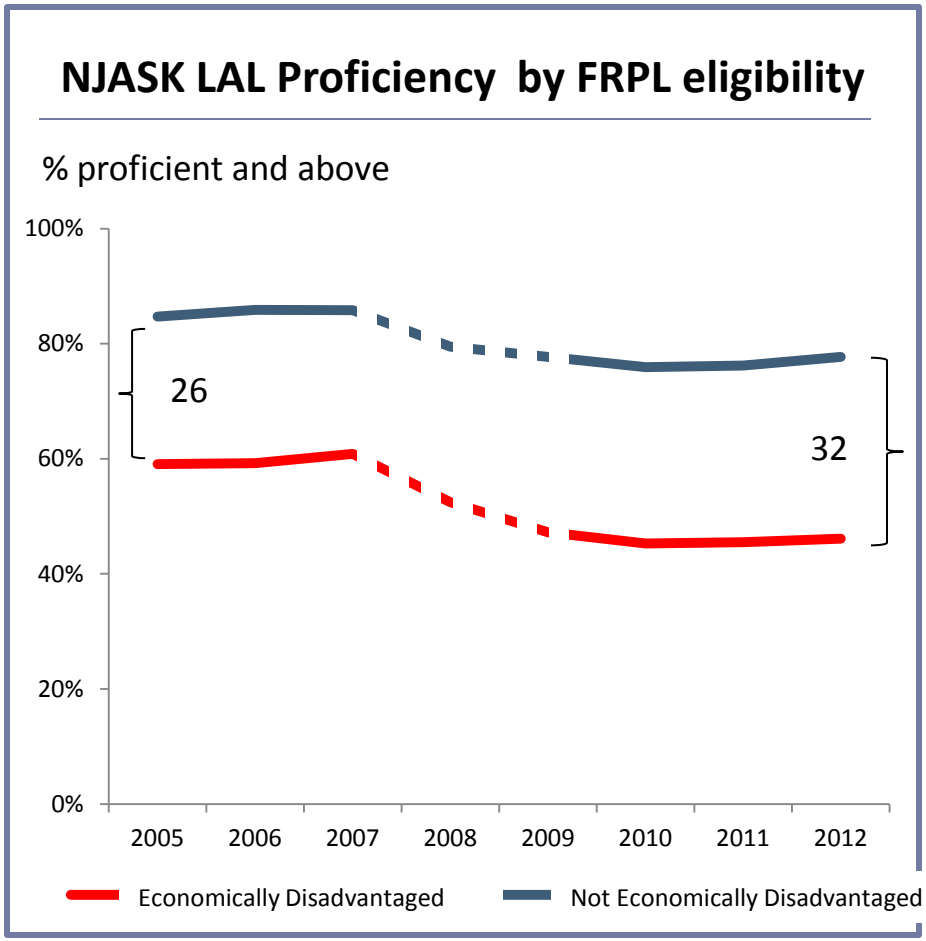
NJASK racial gaps have remained constant

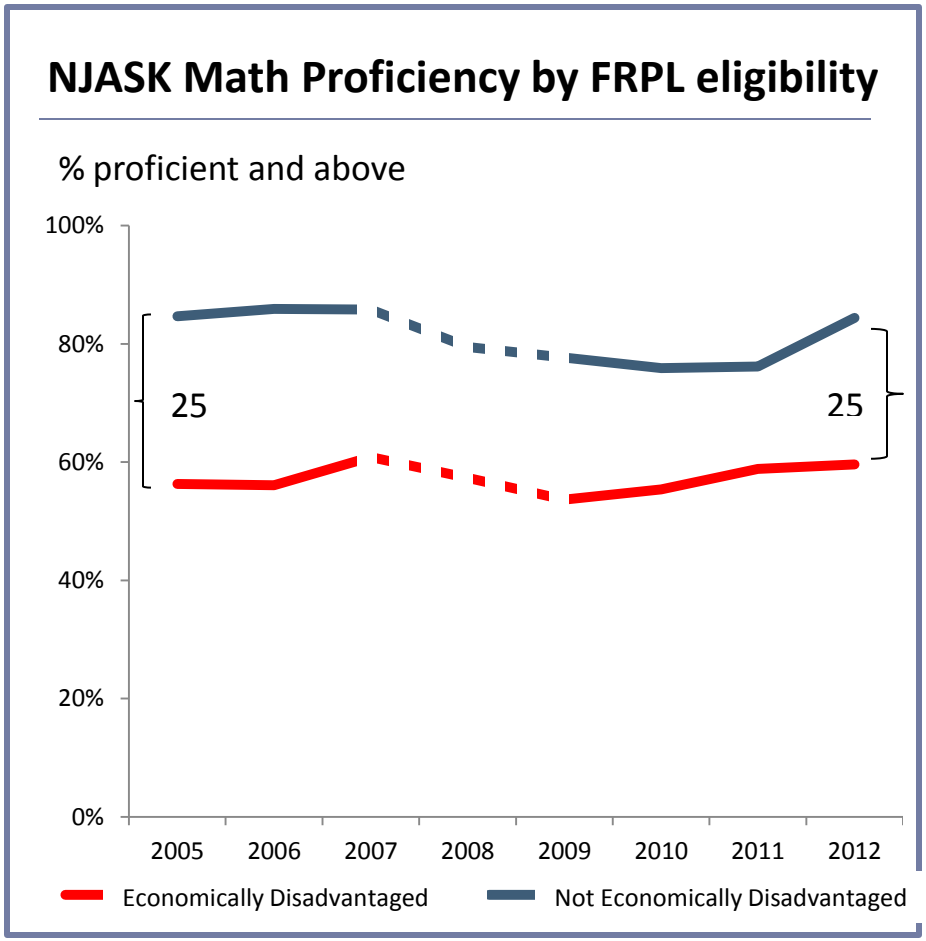




Source: NJDOE Assessment Data Grades 3 - 8, 2005 - 2012

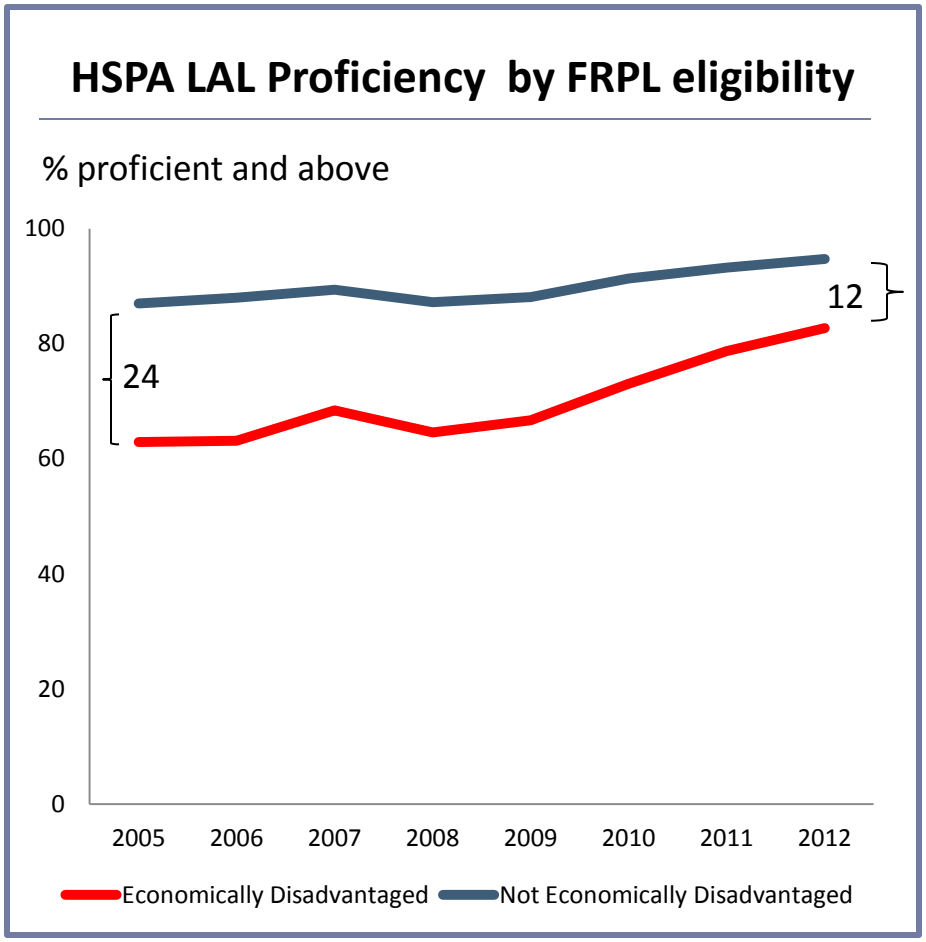
NJASK gaps have remained constant for economically disadvantaged students

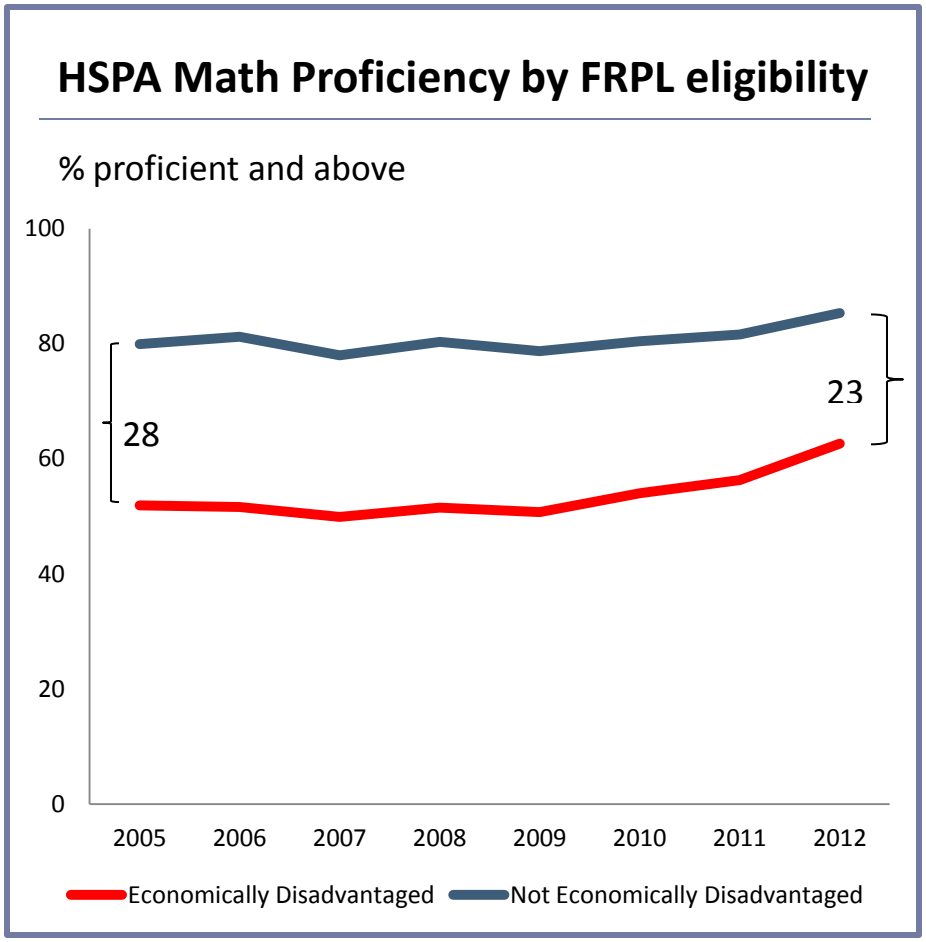




Source: NJDOE Assessment Data Grades 3 - 8, 2005 - 2012

HSPA gaps have been decreasing as non-economically disadvantaged students remain constant





Source: NJDOE Assessment Data, 2005 - 2012

Education spending in high-need districts exceeds statewide average

District	Number of Priority and Focus Schools	Percent of Schools	Total Per-Pupil Spending, 2010-11
Newark	28	47%	$21,706
Camden	23	88%	$22,306
Paterson	22	63%	$19,042
Trenton	16	89%	$20,340
Elizabeth	14	47%	$19,170
Jersey City	13	36%	$22,397
State	**253**	**11%**	**$17,352**

Source: NJDOE; Priority and Focus Schools based on three-year average; Per Pupil: 2010 - 2011

Lowest-achieving schools are well resourced

	Priority schools	State average
Student – teacher ratio	11.9	12.6
Student – administrator ratio	171	268
Avg. faculty years of experience	14.6	13.1
Avg. faculty salary	$70,774	$68,757
3rd grade reading proficiency (2010-11)	22%	63%
8th grade reading proficiency (2010-11)	41%	82%

Source: NJDOE, 2010 - 2011

Statewide progress goals - methodology

- Ambitious and achievable
- Furthest behind make the greatest gains to close the achievement gap
- Halve the distance between starting point and 100% proficiency by 2017
- Statewide goal of 95% proficiency for all students

Statewide progress goals - example

- Example: a starting proficiency rate in 2011 of 40%

Step 1	**100 – 40 = 60 point gap (between starting point and 100% proficient)**
Step 2	60 point gap / 2 = 30 (or 30 percentage point improvement over the next 6 years)
Step 3	30 point gain/6 years = 5 points per year • 2012: 45 • 2013: 50 • 2014: 55 • 2015: 60 • 2016: 65 • 2017: 70

Language arts statewide performance targets

Category	BASELINE PROF	YEARLY INCREMENT	2011-2012 Target (%P)	2012-2013 Target (%P)	2016-2017 Target (%P)
Statewide	71.6	2.4	74.0	76.4	86.0
WHITE	80.4	1.6	82.0	83.6	90.0
BLACK	51.4	4.1	55.5	59.6	76.0
ASIAN	86.0	1.2	87.2	88.4	93.2
HISPANIC	55.9	3.7	59.6	63.3	78.1
Two or More Races	68.9	2.6	71.5	74.1	84.5
American Indian	67.6	2.7	70.3	73.0	83.8
Limited English Proficiency	28.7	6.0	34.7	40.7	64.7
Students with Disabilities	40.7	5.0	45.7	50.7	70.7
Economically Disadvantaged	51.7	4.0	55.7	59.7	75.7

Note: proficiency includes both NJASK and HSPA performance

Math statewide performance targets

Category	BASELINE PROF	YEARLY INCREMENT	2011-2012 Target (%P)	2012-2013 Target (%P)	2016-2017 Target (%P)
Statewide	78.0	1.8	79.8	81.6	88.8
WHITE	85.6	1.2	86.8	88.0	92.8
BLACK	56.5	3.6	60.1	63.7	78.1
ASIAN	93.2	-	90.0	90.0	90.0
HISPANIC	66.8	2.8	69.6	72.4	83.6
Two or More Races	74.2	2.2	76.4	78.6	87.4
American Indian	73.7	2.2	75.9	78.1	86.9
Limited English Proficiency	45.8	4.5	50.3	54.8	72.8
Students with Disabilities	49.1	4.2	53.3	57.5	74.3
Economically Disadvantaged	62.4	3.1	65.5	68.6	81.0

Note: proficiency includes both NJASK and HSPA performance

Third grade progress goals in language arts

3.1%

- Yearly progress goal gain, based on a 2011 proficiency of 63%, six year horizon

66.7%

- Preliminary 2012 results (surpassing goal of 66.1%)

69.2%

- Progress goal in 2013

34,000

- Count of 3rd grade students not proficient in LAL in 2012 (preliminary)

2,035

- Number of new proficient students needed to make progress goal in 2013

Source: NJDOE Assessment Data, Grade 3, 2010-2011

Based on this data…

- What is the State doing to empower successful districts while focusing its resources and staff to turn around persistently low-performing schools?

2011-12 Accomplishments

NJDOE theory of action

- **Invest in what matters at the state level**
  - Academics
  - Talent
  - Performance and Accountability
  - Innovation
- **Exchange autonomy and empowerment for accountability**
  - Education Transformation Task Force report
  - NCLB flexibility request – new school accountability system
- **Prioritize resources and supports to lowest-performing schools to close the achievement gap**
  - Regional Achievement Centers (RACs)

2011-12 accomplishments

- Department-wide
  - Completed the most comprehensive **restructuring of NJDOE** in at least 30 years
  - Supported **deregulatory work** of the Education Transformation Task Force
  - Recommended **revamped funding formula** through Education Funding Report and supported **largest state appropriations** in New Jersey history to K-12 education
  - Secured more than **$110 million in new funding**, public and non-public
  - Launched **$1 million Special Education award** to help scale successful practices

2011-12 accomplishments

- Performance
  - Secured one of the first **NCLB waivers** in the country
  - Dramatically improved performance reporting/ accountability system (**NJSMART**)
  - Sunsetted at least 6 data collections, with more to come

- Innovation
  - Improved **charter accountability**, closing 5 charter schools while approving 8 out of more than 100 applicants
  - Signed **Urban Hope Act**
  - Tripled the number of students in the **interdistrict choice** program

2011-12 accomplishments

- Academics
  - Launched **College and Career Ready Task Force** which developed a transition plan from HSPA to new end-of-course assessments
  - Supported implementation of **Common Core** with v.1 of Model Curriculum and more than 300 trainings across the state
  - Launched **Regional Achievement Centers** to turn around lowest-performing schools

- Talent
  - Signed new **tenure-reform bill** (TEACHNJ Act)
  - Launched new principal and teacher **evaluation systems**
  - Drastically improved **certification customer service**

Priorities for 2012-13

- Undertake significant **deregulatory effort** through State Board
- Examine **how and where we are spending** ~$25 billion a year
- Launch **educator evaluation systems** statewide
- Examine **teacher preparation** programs and certification requirements
- Develop an **innovation community** across the state
- Improve quality and timeliness of data and deliver new **school performance reports** with individual school and subgroup level performance goals
- Ensure successful **turnaround plans** for Priority Schools through RACs
- Launch new web-based platform and tools to implement the Common Core (**Instructional Improvement System (IIS)**)
- Launch **early childhood literacy** initiative

Education Transformation Task Force

Education Transformation Task Force final report was released on September 5, 2012, and includes:

- **428** regulatory changes to be considered by Commissioner and State Board
- **46** statutory changes to be considered by Legislature
- Concrete recommendations to continually improve statewide accountability system

Problems with excessive regulation

- **Stifles innovation** – educators need autonomy to craft their own path to success, while being held accountable for results

- **Redirects focus** – State requirements that are not focused on student learning, fiscal integrity, or health and safety distract educators from the work that matters most: preparing students to graduate from high school ready for success in life

- **Focus on compliance** – culture of overregulation can lead educators to expect that regulatory compliance, rather than student learning, defines success

Regulatory changes – benefit to superintendents

- Reduce more than a dozen reporting requirements to the State
- Reduce compliance activities
- Provide flexibility in operations
- Provide flexibility in programs
- Provide flexibility in staffing
- Enable high-quality, impactful professional development
- Clarify confusing code requirements

Performance

Performance priorities

- **Establish a culture of performance management by building a data-rich environment to support local goal setting and improvement**
  - **Performance Report**
  - **Timely data**
  - **Drill-down reports in NJSMART**
- New school accountability system
  - Classification of schools under NCLB Flexibility Request
- New measures of student performance and outcomes
  - Student Growth Percentiles (SGPs)
  - NCLB 4-year, adjust cohort graduation rate
  - College readiness scores
  - Post-secondary enrollment

Goal setting: six year school-level progress targets

ESEA Waiver - Annual Progress Targets

CDS CODE :		SCHOOL STATUS :	*Priority*
DISTRICT :		TITLE I SCHOOL :	*Yes*
SCHOOL :		DFG :	*A*
GRADE RANGE :	*6--8*		

Performance Targets - Language Arts Literacy

This table presents the annual proficiency targets, established for this school under New Jersey's Elementary and Secondary Act Waiver

Subgroup	*# of Valid Test Scores*	*Baseline % Proficient*	*Yearly Increment*	*2011-2012 Target (%P)*	*2012-2013 Target (%P)*	*2013-2014 Target (%P)*	*2014-2015 Target (%P)*	*2015-2016 Target (%P)*	*2016-2017 Target (%P)*
Schoolwide	313	31	5.8	36.8	42.6	48.4	54.2	60	65.8
White	-	-	-	-	-	-	-	-	-
Black	122	29.5	5.9	35.4	41.3	47.2	53.1	59	64.9
Hispanic	173	28.3	6	34.3	40.3	46.3	52.3	58.3	64.3
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	88	11.4	7.4	18.8	26.2	33.6	41	48.4	55.8
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	288	29.9	5.9	35.8	41.7	47.6	53.5	59.4	65.3

Measuring progress: yearly school progress targets

ESEA Waiver - Preliminary School Profiles

CDS CODE :
DISTRICT :
SCHOOL :
GRADE RANGE : 6--8

SCHOOL STATUS : Priority
TITLE I SCHOOL : Yes
DFG : A

This table presents the participation and performance determinations for this school under New Jersey's Elementary and Secondary Act Waiver

School Performance - Language Arts Literacy

	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
Subgroup	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	370	2.2	YES	288	26.4	36.8	NO
White			-			-	-
Black	146	2.1	YES	111	24.3	35.4	NO
Hispanic	209	2.4	YES	163	25.1	34.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	125	3.2	YES	85	9.4	18.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	299	1.7	YES	242	25.6	35.8	NO

New School Performance Reports

PERFORMANCE AREAS	Statewide Ranking	Peer School Ranking	Percent of Targets Met?
Academic Achievement	82%	17%	50%
College & Career Readiness	82%	78%	25%
Graduation & Post-Secondary	95%	10%	25%
Closing Achievement Gaps	65%	5%	33%

Improvement Status

FOCUS

Rationale

ACHIEVEMENT GAPS

Performance Area Categorization: Achieving Progress Need of Improvement

College & Career Readiness

Students in this school are demonstrating success on early indicators of College and Career Readiness as noted by its **statewide ranking in the 82nd percentile**. Also, this school's **Peer School Comparison ranking is in the 78th percentile**, indicating that on early indicators of college an career readiness it is outperforming most schools who are educating students with similar demographics.

College and Career Readiness measures how well the school is preparing its students for college and careers after high school. This indicator includes results from college entrance exams, such as the SAT and AP courses, and industry or career certificate exams.

Support: NJSMART tools

NJSMART District Reports contain…

Profile Reports

Student Lists

Student Enrollment Records

Student Assessment Records

To help you answer questions like…

How many students in my district decreased in LAL performance from the 2011 Grade 5 NJASK to the 2012 Grade 6 NJASK assessment?

Who are these students?

What other enrollment/demographic info can I learn about this student?

How has this student performed on other assessments he's taken?

NJSMART district reports

New in 2011 - growth report

Timely Data

- Cycle II HSPA Reports and Excel – **July 27th**
- NJASK grade level reports – **August 2nd**
- NJASK Excel spreadsheet – **August 10th**
- NJASK Reports – **September 10th**
- Assessment Data into NJSMART – **October**
- 2012 Growth and Graduation Data – **Early November**
- 2011 Graduates – Higher Ed enrollment data – **Early 2013**
- College Readiness Scores – **Early 2013**

Example – HSPA cluster report

Mathematics	SCHOOL MEAN	DISTRICT MEAN	SPECIAL NEEDS MEAN	NON-SPECIAL NEEDS MEAN	DFG A MEAN	STATE MEAN	TOTAL POINTS POSSIBLE	JUST PROFICIENT MEAN [2]
Number & Numerical Operations							7	2.5
Total Students [3]	2.1	2.2	3.0	4.2	2.9	4.0		
General Education [4]	2.1	2.3	3.2	4.5	3.2	4.3		
Special Education [5]	2.1	2.0	2.1	2.7	2.0	2.6		
Not Exempt From Passing	2.5	2.0	2.1	2.8	2.1	2.8		
Exempt from Passing	2.1	2.0	2.0	2.2	2.0	2.2		
Limited English Proficient [6]	0.0	2.0	2.6	3.2	2.6	2.9		
Current LEP	0.0	2.0	2.5	3.1	2.6	2.8		
Former LEP	0.0	1.8	2.9	3.8	2.9	3.4		
Geometry & Measurement							12	3.8
Total Students [3]	2.1	2.7	4.6	6.6	4.5	6.4		
General Education [4]	2.6	3.2	5.2	7.2	5.1	6.9		
Special Education [5]	1.5	1.5	2.3	3.6	2.3	3.4		
Not Exempt From Passing	1.0	1.8	2.5	4.0	2.6	3.9		
Exempt from Passing	1.5	1.5	2.1	2.5	2.1	2.4		
Limited English Proficient [6]	0.0	2.1	3.7	4.8	3.6	4.3		
Current LEP	0.0	2.2	3.4	4.6	3.4	4.0		
Former LEP	0.0	1.9	4.7	5.9	4.7	5.3		
Patterns & Algebra							15	5.2
Total Students [3]	3.3	4.1	6.4	9.2	6.3	8.8		
General Education [4]	4.1	4.9	7.4	9.9	7.3	9.6		
Special Education [5]	2.0	2.1	3.2	5.2	3.1	4.9		
Not Exempt From Passing	3.5	2.2	3.6	5.9	3.5	5.6		
Exempt from Passing	2.0	2.1	2.9	3.7	2.9	3.5		
Limited English Proficient [6]	0.0	2.9	4.4	5.5	4.3	5.0		
Current LEP	0.0	3.1	3.9	5.1	3.9	4.5		
Former LEP	0.0	2.5	5.9	7.3	5.9	6.6		
Data Analysis, Probability & Discrete Mathematics							14	5.5
Total Students [3]	3.6	4.1	5.9	8.2	5.8	7.8		

Example – HSPA student level excel files

Language Arts

- Language Arts Literacy (LAL) Raw Score
- LAL Multiple Choice (MC) Score
- LAL Constructed Response (CR) Score
- LAL Scale Score LAL Proficiency Level
- Writing Cluster Raw Score
- Reading Cluster Raw Score
- Working with Text Cluster Raw Score
- Analyzing Text Cluster Raw Score
- Reading Cluster CR and MC Scores
- Working with Text Cluster CR & MC Scores
- Analyzing Text Cluster CR and MC Scores
- First Writing Task Raw Score
- Second Writing Task Raw Score

Math

- Math Raw Score
- Math Multiple Choice (MC) Score
- Math Constructed Response (CR) Score
- Math Scale Score Math Proficiency Level
- Number & Numerical Operations Cluster Raw Score
- Geometry and Measurement Cluster Raw Score
- Patterns and Algebra Cluster Raw Score
- Data Analysis, Probability, and Discrete Math Cluster Raw Score
- Problem Solving Skills Cluster Raw Score
- Number and Numerical Operations CR & MC Scores
- Geometry and Measurement CR & MC Scores
- Patterns and Algebra CR and MC Scores
- Data Analysis, Probability and Discrete Math CR & MC Scores

Support: an educational series for NJ educators

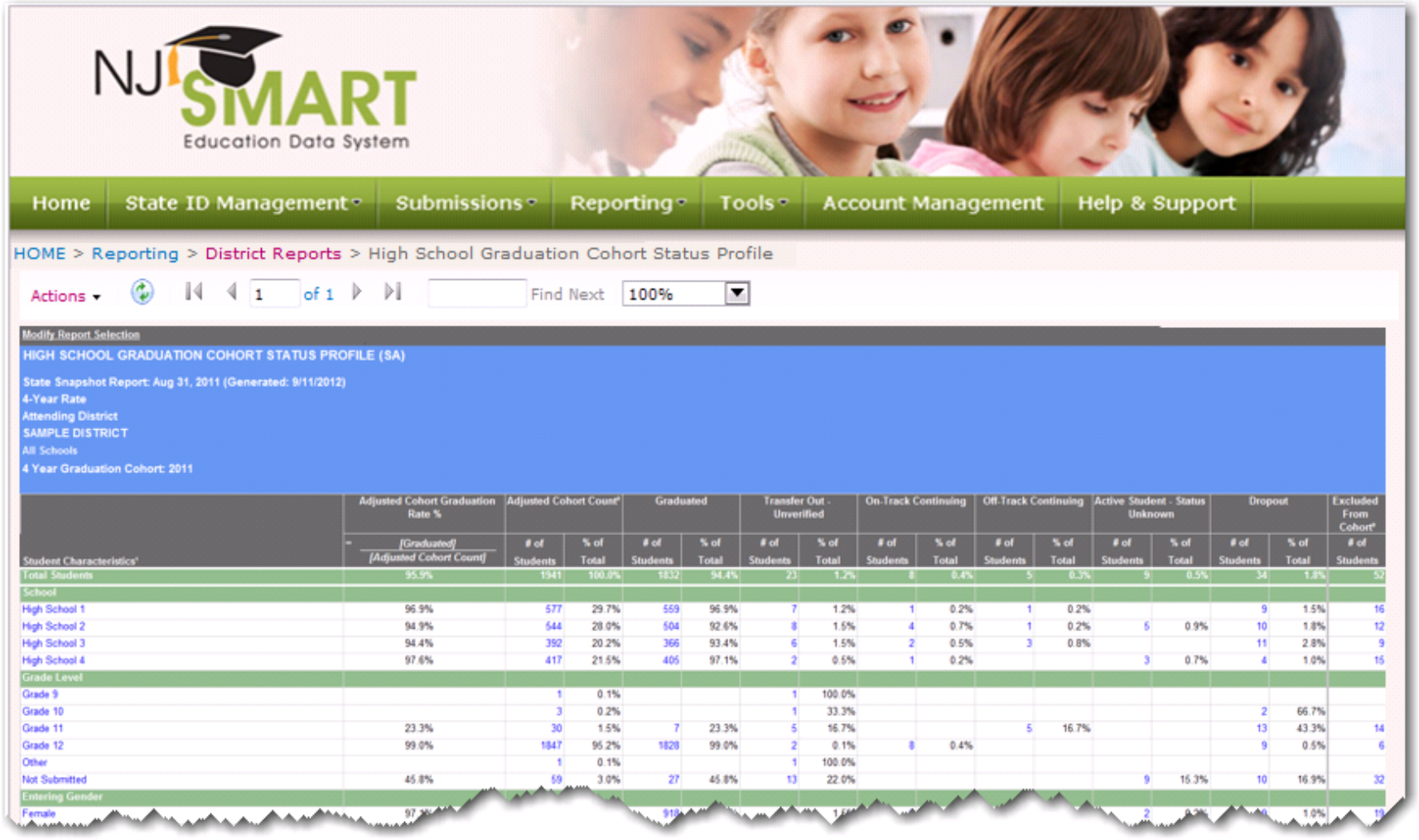
DATA USE TRACK
Making Decisions Using NJ SMART Data

- ❑ DU101: Using District Reports
- ❑ DU102: Using EDanalyzer
- ❑ DU103: Using Student Growth Percentiles
- ❑ DU104: Using Ad Hoc Analysis
- ❑ DU201: Using Data for District & School Improvement Planning

DATA QUALITY TRACK
Establishing High-Quality Data

- ❑ DQ301: Getting Started with NJ SMART
- ❑ DQ302: SID/SMID Management
- ❑ DQ303: NJ SMART Submissions
- ❑ DQ304: Data Quality

Reminder! Check graduation report



Student Characteristics[1]	Adjusted Cohort Graduation Rate % [Graduated] / [Adjusted Cohort Count]	Adjusted Cohort Count[2] # of Students	Adjusted Cohort Count[2] % of Total	Graduated # of Students	Graduated % of Total	Transfer Out - Unverified # of Students	Transfer Out - Unverified % of Total	On-Track Continuing # of Students	On-Track Continuing % of Total	Off-Track Continuing # of Students	Off-Track Continuing % of Total	Active Student - Status Unknown # of Students	Active Student - Status Unknown % of Total	Dropout # of Students	Dropout % of Total	Excluded From Cohort[3] # of Students
Total Students	95.9%	1941	100.0%	1832	94.4%	23	1.2%	8	0.4%	5	0.3%	9	0.5%	34	1.8%	52
School																
High School 1	96.9%	577	29.7%	559	96.9%	7	1.2%	1	0.2%	1	0.2%			9	1.5%	16
High School 2	94.9%	544	28.0%	504	92.6%	8	1.5%	4	0.7%	1	0.2%	5	0.9%	10	1.8%	12
High School 3	94.4%	392	20.2%	366	93.4%	6	1.5%	2	0.5%	3	0.8%			11	2.8%	9
High School 4	97.6%	417	21.5%	405	97.1%	2	0.5%	1	0.2%			3	0.7%	4	1.0%	15
Grade Level																
Grade 9		1	0.1%			1	100.0%									
Grade 10		3	0.2%			1	33.3%							2	66.7%	
Grade 11	23.3%	30	1.5%	7	23.3%	5	16.7%			5	16.7%			13	43.3%	14
Grade 12	99.0%	1847	95.2%	1828	99.0%	2	0.1%	8	0.4%					9	0.5%	6
Other		1	0.1%			1	100.0%									
Not Submitted	45.8%	59	3.0%	27	45.8%	13	22.0%					9	15.3%	10	16.9%	32
Entering Gender																
Female	97.3%			918			1.6%					2	0.2%	10	1.0%	19

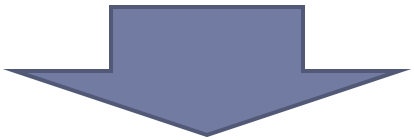
Academics

Academics priorities

- Implement **Common Core State Standards (CCSS)** by providing tools and resources to educators
- Develop the **Instructional Improvement System (IIS)** as a web-based platform to house online resources for educators
- Implement **Regional Achievement Centers (RAC)** to support Priority and Focus Schools
- Develop **early literacy initiative** (Prek-3) to increase the number of 3rd graders reading on grade level
- Develop curricular tools **for science and social studies** educators

Implementation of Common Core State Standards

- **Model Curriculum 1.0**
  - Developed by over 200 educators with DOE leaders
  - “Un-wrapped” standards into student learning objectives (SLOs)
  - Organized SLOs into six-week instructional units
  - Developed unit assessments to measure each SLO



- **Model Curriculum 2.0**
  - Leverage educator input to refine model curriculum & unit assessments
  - Identify model lessons from the field
  - Identify high-quality open-education resources
  - Make available a comprehensive, formative assessment item bank
  - Support on-going quality professional development to Priority & Focus Schools
  - Develop innovative approaches to state-wide PD for the implementation of CCSS

Model Curriculum 1.0 & 2.0

Version 1.0		Version 2.0		Version 1.0
WHAT Students need to Learn		**HOW We can best Instruct**		**WHEN do we know students have Learned**
Standard	**Student Learning Objectives**	**Instruction**	**Formative Assessments**	**Summative/Formative**
CCSS Standard 1	SLO #1 SLO #2	• Model Lessons • Model Tasks • Engaging Instructional Strategies	• Effective checks for understanding • Teacher designed formative assessments	Unit Assessment SLOs 1-5
CCSS Standard 2	SLO #3 SLO #4 SLO #5			
General Bank of Assessment Items 2.0				
Student level learning reports - Professional development - Resource reviews				

Instructional Improvement System (IIS)

- What is the IIS?
  - Web-based platform to provide academic resources to educators
  - House model curriculum 2.0 (refined 1.0, model lessons, bank of assessment items)
  - Provide real-time data on formative assessments (teacher, school, district designed)
  - Include tagged resources (lesson plans, videos, open-education resources) linked to standards and rated by educators
  - Include longitudinal student data (NJASK, HSPA, formative assessments, benchmarks)

- How are we developing the IIS?
  - Met with over 180 educators to inform the RFP
  - Launching RFP process and procurement
  - Launching IIS in early 2013

Regional Achievement Centers (RACs)

The Department is undergoing a fundamental shift from a system of oversight and monitoring to service delivery and support

RACs represent the most ambitious and focused effort to date to improve student achievement across the state:

- Change focus from all schools to low-performing schools
- Required alignment of resources to proven turnaround principles
- Coordination of State resources to support RACs

Regional Achievement Centers (RACs)

- Identify schools struggling the most
- Assess needs and develop plans
- Provide targeted interventions aligned to proven turnaround principles
- Determine advanced interventions if a school does not improve

8 Turnaround Principles

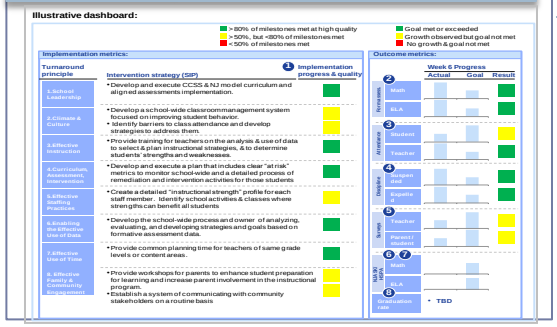
1. Climate & culture
2. Principal leadership
3. Quality of instruction
4. Standards-based curriculum, assessment, intervention system
5. Effective use of data to improve student achievement
6. Effective staffing practices
7. Academically-focused family & community engagement
8. Redesigning school time

Regional Achievement Centers (RACs)

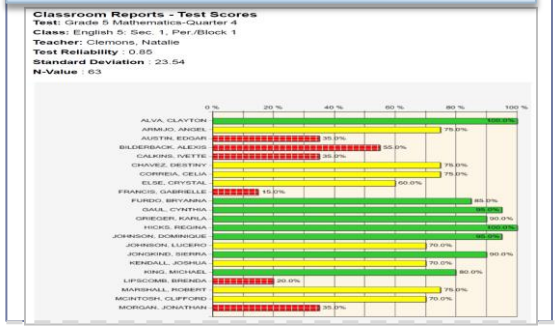
- 2012-13 implementation
  - RAC teams currently **"on the ground"**
  - Supporting school-level hiring of **literacy, math, data and climate/culture leaders**
  - Completed **School Improvement Plans (SIPs)** based on results of the Quality School Reviews (QSRs) aligned to the 8 turnaround principles
  - **Aligning funding** to SIP interventions
  - Launching **School Accountability Management System (SAMS)**: 7 week monitoring of the SIP (implementation and outcome measures)
  - Providing model curriculum **professional development** (7 week cycles)
  - **Targeting school-based support** and professional development based on SIP interventions

School Accountability Management System (SAMS)

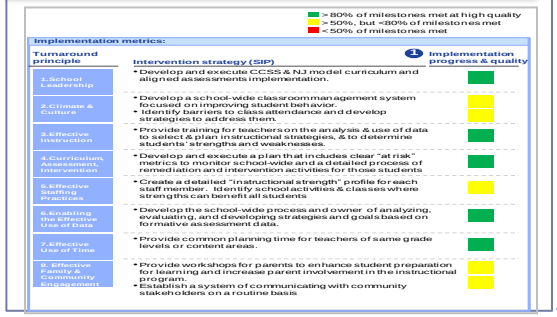
Data Analytics Tool



Formative Assessment Network



School Progress Tracker



Description

- School progress tracker, formative assessment scores, attendance, discipline, culture survey
- Annual: state summative assessment scores and high school graduation rates

- Common Core State Standards-aligned formative assessments
- Dedicated printer/scanner to be in place at all Priority schools

- Implementation tracker to track SIP intervention strategies
- Each strategy will have specific milestones and deliverables to be met at a specific date.
- RAC staff will evaluate the completeness and quality of the milestone

Initiatives for 2012-2013

- Early Literacy Initiative
  - Gather input to develop a comprehensive plan to ensure that all students are reading on grade level by the end of third grade.
    - Pilot kindergarten readiness assessment (7 districts)
    - Identify quality reading benchmark assessments
- Science and Social Studies
  - Develop model curricula for grades 6-12
  - Develop end-of-course assessments for grades 9-12

Innovation

Innovation priorities

- Develop an **"Innovation Zone"** across the state to support district innovation initiatives
- Develop strategy for supporting **more intensive turnaround solutions** for Priority Schools that prove unwilling or unable to improve over time
- Ensure a **high-performing charter sector** by continually strengthening authorizing practice
- Ensure every district/school in NJ has **necessary tech infrastructure** to access educator support resources (IIS) and deliver PARCC assessments and access online resources by 2014

2011-12 – increasing options through interdistrict choice program

- Increased the number of districts participating from:
  - 2010 – 15 districts
  - 2013 – 108 districts (approved)
- Increased the number of students participating from:
  - 2010 – 964 students
  - 2012 – 3,357 students
- Introduced new regulations to increase participation and reduce burdensome requirements

2011-12 – strengthening charter sector

- **Currently 86 charter schools**, serving approximately 2 percent of students in New Jersey

This year, we:

- **Approved 8** new charter applications out of more than 100 applications and **closed 5** low-performing ones
- Aligned charter review processes to national best practices to **improve accountability**
- Released **Performance Framework** and **Charter Agreement** in July 2012
- Received a **$14.5 million federal grant** to support ongoing efforts to expand high-quality charter schools in March 2012

Moving forward – focus on innovation

- Innovation infrastructure
  - Developing and delivering educator resources through technology, such as the Instructional Improvement System (IIS), and ensuring all schools can access them

- Innovation community
  - Empowering districts and schools across the state to pilot, implement and scale innovative whole-school, classroom and other programs and models

Infrastructure equity and access

"An essential component of the learning model is a comprehensive infrastructure for learning that provides every student, educator, and level of our education system with the resources they need when and where they are needed. The underlying principle is that infrastructure includes people, processes, learning resources, policies, and sustainable models for continuous improvement in addition to broadband connectivity, servers, software, management systems, and administration tools. Building this infrastructure is a far-reaching project that will demand concerted and coordinated effort." – *National Education Technology Plan 2010*

State Resources

- Model Curriculum
- Formative Assessments
- Professional Development
- PARCC Assessment

Other Resources

- Digital courses and lessons
- Data systems
- Learning management systems
- Professional Learning Communities

Results of PARCC readiness survey – May 2012

The Good News

Response Rate: 93% – one of the highest in the PARCC consortium

Internet Bandwidth: 51% of schools report Internet bandwidth of 100 Mbps or more

Potential Challenges

Devices: 52% of reported devices use Windows XP, which will not be supported by Microsoft after April 2014

Why explore an innovation community?

- Provide students with **personalized learning** opportunities
- **Increase access** to “best in class” content and resources for all students
- **Expand options** for students for new courses, such as AP courses not offered in schools
- Help districts harness the **power of technology**
- Unleash **innovative practices** from burdensome rules and regulations
- **Scale successful practices** to improve outcomes for more students

Types of innovative practices (samples)

School Structures	Instructional Content	Instructional Delivery
• Staffing structures • Staff roles • Length of day/year • Scheduling • Data systems • Back office efficiencies	• Personalized learning plans/self-pacing • Project-based learning • Field-based internships • Interdisciplinary instruction	• Online learning • Gaming technology • Computer adaptive assessments • Flipped classrooms • Teacher use of technology

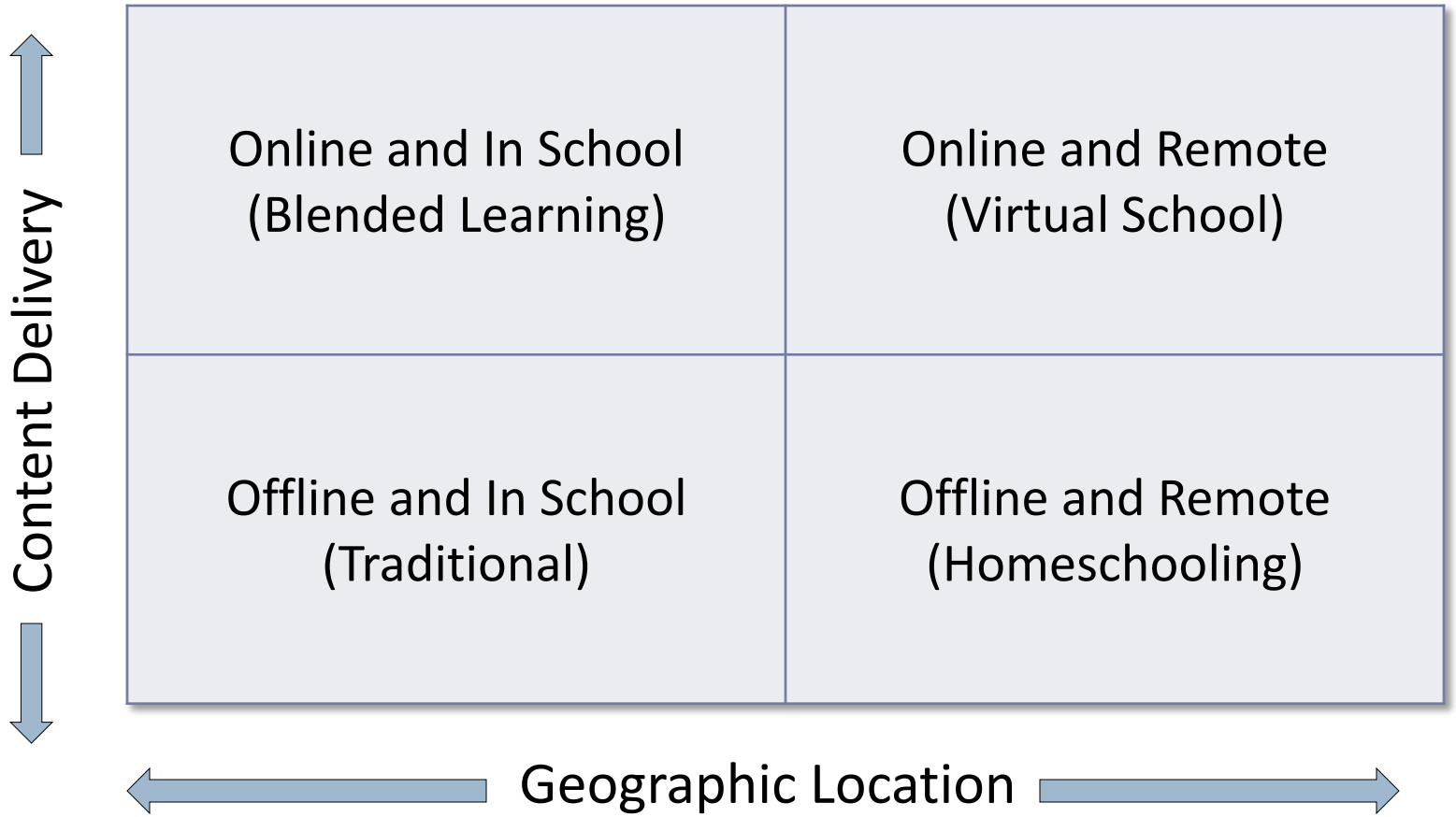
One possible innovation – blended learning

- "The National Education Association believes that technology in the educational process improves learning opportunities for students, quality of instruction, effectiveness of education employees, and provides opportunities to reduce educational inequities."
  – *NEA policy brief, 2011*

- "Teachers' contracts should embrace school designs and staffing models that may look different from school to school within a district, including blended models and longer school days"
  – *Randi Weingarten, AFT, at Democrats for Education Reform panel, September 2012*

Blended learning vs. virtual schools

Digital learning differs from traditional classroom instruction on two key dimensions: how content is delivered and where it is delivered.



Source: *The Rise of K-12 Blended Learning,* Innosight Institute, 2011

6 common models of digital learning

Model 1 "Face to Face Driver"	Teachers deliver most of curricula and deploy online learning to supplement or remediate.
Model 2 "Rotation"	Students rotate between learning online in a one-to-one, self-paced environment and a traditional classroom. Students can also split between remote and onsite.
Model 3 "Flex"	An online platform delivers most of the curricula and teachers provide on-site support as needed. Many dropout- and credit-recovery blended programs fit into this model.
Model 4 "Online Lab"	An online platform delivers the entire course but in a brick-and-mortar lab environment. Usually these programs provide online teachers and students also take traditional courses.
Model 5 "Self-Blend"	Students choose to take one or more courses online to supplement their traditional school's catalog. The online learning is always remote, but the traditional learning is in a brick-and-mortar school.
Model 6 "Online Driver"	An online platform and teacher deliver all curricula. Students work remotely, with optional or required face-to-face check-ins. Some of these programs offer brick-and mortar components, such as extracurricular activities.

Source: *The Rise of K-12 Blended Learning,* Innosight Institute, 2011

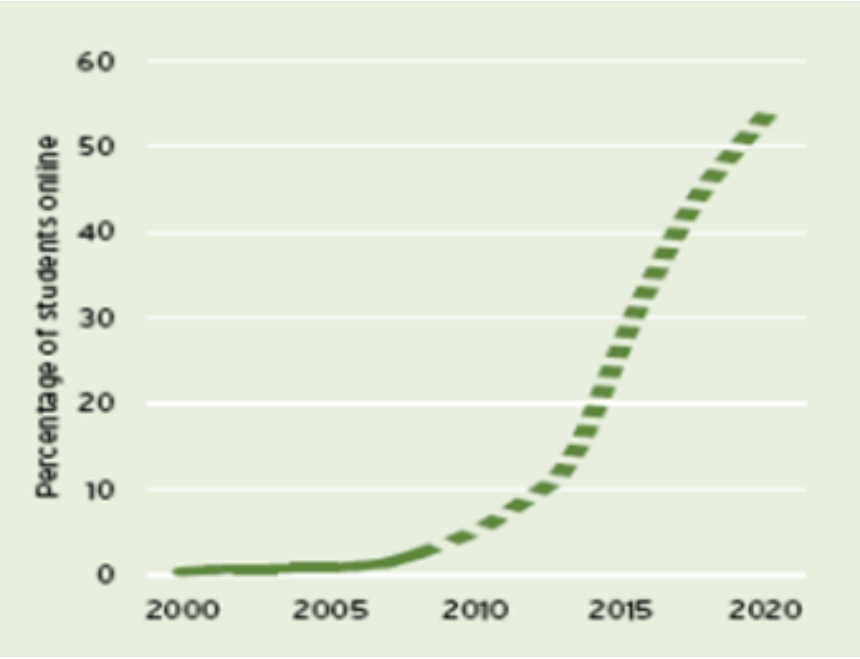
Examples of innovative schools across the country

Clarence Edwards Middle School (Boston)	Extended school day from 1:30pm to 4:15pm, providing 300 additional extra hours a year for differentiated instruction, enrichment programs, and more teacher collaboration
School of One (New York City)	Students participate in different learning modalities according to their needs, including: ▸ Traditional group instruction ▸ Small group instruction ▸ Small group collaboration ▸ Virtual instruction ▸ Live remote instruction ▸ Independent practice
A. L. Holmes Elementary School (Detroit)	Students spend 50% of time in traditional classrooms, 50% of time with online learning. A recent teacher survey found that none of the teachers would return to a "non-blended" school.

Digital learning has increased nationally

- In 2011, an estimated **50% or more of all districts** across the country had at least one student taking an online course.[1]
- In 2011, 30 states and Washington, D.C. have full-time online schools, enrolling an estimated **250,000 students**.[2]
- In 2010, there were an estimated **1.8 million enrollments** in online courses, not including students enrolled in full-time online schools.[3]

Percent of Students Taking Online Courses



Sources:
1. Watson, J. *Keeping Pace*, Evergreen Education Group, 2011
2. Watson, J. *Keeping Pace*, Evergreen Education Group, 2011
3. *Distance Education Courses for Public Elementary and Secondary School Students: 2009-10*, NCES, 2011.

Sample of digital learning providers in New Jersey

- On the 2011 New Jersey School Technology Survey, 11.2% of schools reported that students participate in online courses

- Online learning in New Jersey is currently provided by universities, community colleges, New Jersey-based nonprofits, national and international providers:

- Apex Learning
- Atlantic Cape C.C.
- Bergen C.C.C.
- Brookdale C.C.C.
- Burlington C.C.C.
- Carnegie Learning
- Drexel University
- Educere
- Fairley Dickenson University
- Florida Virtual School
- Learning.com
- MIT
- Middlesex C.C.C.
- New Jersey Virtual School
- Pearson NovaNet
- Plato Learning
- Rutgers University
- Stanford EPGY
- The Virtual High School
- University of Nebraska

Examples of digital learning providers in New Jersey

- **Monmouth Ocean Educational Services Commission (MOESC)** is a nonprofit organization founded in 1979 that established the New Jersey Virtual School in 2002.
  - Has worked with more than 450 school districts, agencies, alternative programs in New Jersey
  - Enrollment has grown from 82 students in 2002-03 to 1400 students in 2011-12
  - Offers online instruction to students in grades 6-12

- **The Virtual High School Collaborative (VHS)** is a nonprofit organization founded in 1996 that is based in Maynard, MA.
  - Serves more than 1,500 New Jersey students across 51 schools
  - Enrolls 16,000 students from 650 member schools across globe
  - Offers online instruction to students in grades 9-12

Innovation zones across the United States

- More than a dozen “innovation zones” have launched across the country in the past three years

Alabama (2012)	Rhode Island (2012)
Arizona (2006)	Washington, D.C. (2012)
Colorado (2008)	West Virginia (2009)
Florida (2006)	Wyoming (2011)
Indiana (2012)	
Kentucky (2012)	Baltimore, MD (2011)
Nevada (2011)	Boston, MA (2011)
Ohio (2010)	New York, NY (2009)

The Innovation Zone concept

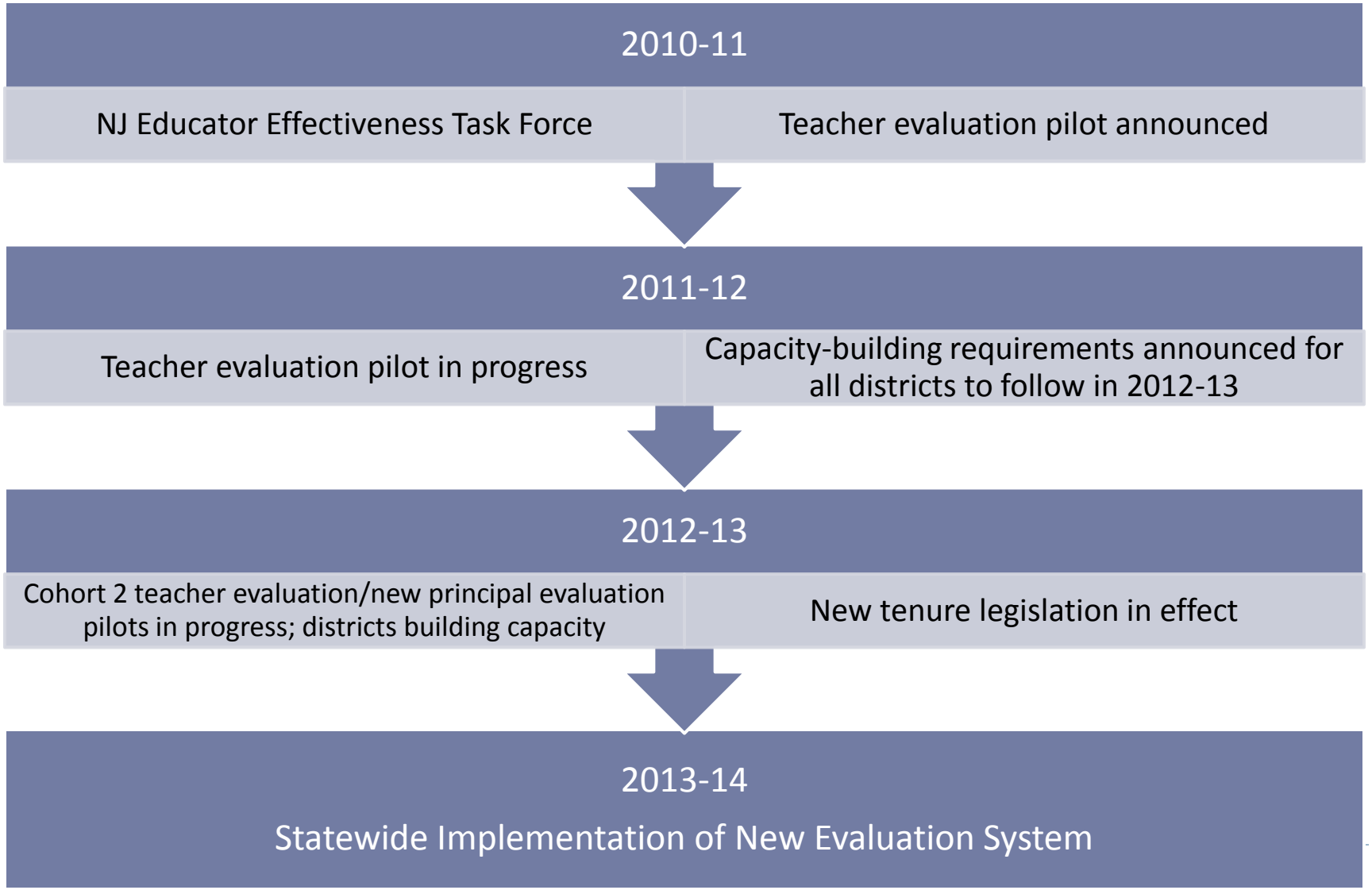
- NJDOE will explore possible funding sources to administer a competitive grant for schools and districts interested in exploring innovative programs
- Schools will use funds and waivers to implement innovations in school structure, instructional materials, and instructional delivery
- NJDOE will build a community of innovative school and classroom models to leverage experiences and foster collaboration
- An external research partner will evaluate the program to assess student achievement and efficiency
- NJDOE will seek to scale effective innovations to increase achievement of more students

Talent

Talent priorities

1. Prepare for 2013-14 implementation of **educator evaluation**
2. Integrate and execute provisions of the **TEACHNJ Act**
3. Initiate review of educator **preparation and licensure** requirements

Evolution of educator evaluation in New Jersey



TEACHNJ Act – provisions on evaluation

Evaluation	• Restructured evaluation tools and ratings to better distinguish among educator performance and more precisely identify strengths and weaknesses of educators
Professional Development (PD)	• Aligned individual PD plans to educator evaluations with a deeper focus on supporting student achievement
Earning and Loss of Tenure	• Streamlined processes to remove ineffective educators by addressing the duration, cost and cumbersome nature of filing tenure charges

Summary of evaluation pilots

- Teacher evaluation, cohort 1 (2011-12)
  - 11 districts
  - 19 School Improvement Grant (SIG) schools
- Teacher evaluation, cohort 2 (2012-13)
  - All 11 districts from cohort 1
  - 10 additional district in cohort 2
  - Additional districts to be added in October
- Principal evaluation (2012-13)
  - 14 districts (one of which is a consortium of multiple districts)
  - Including 5 districts also participating in teacher pilot

Evaluation pilot feedback loops

Sources of Feedback

- State **Evaluation Pilot Advisory Committee (EPAC)** provides recommendations on pilot and statewide implementation
- Each pilot district convenes **District Evaluation Advisory Committee (DEAC)**
- **External evaluator** (Rutgers for 2011-12) studies pilot activity and provides reports

Outcomes

- ✓ **Assess impact** of new observation and evaluation protocols
- ✓ Convey **best practices** and **lessons learned** for rest of the State
- ✓ **Inform proposed regulations** for 2013-14 and subsequent school years

Teacher evaluation pilot changes for 2012-13

Based on learning from 2011-12 pilots and national best practices, Cohort 2 of the pilot will include:

- Flexibility in minimum duration for classroom observations
- Fewer required observations for teachers of non-core subjects
- Use of double-scoring
- Unannounced observations
- Use of external evaluators
- Flexibility in weighting for tested and non-tested grades and subjects

Capacity- building requirements for all non-pilot districts

According to new tenure legislation and proposed regulations, all New Jersey districts must meet the following milestones:

1. Form a **District Evaluation Advisory Committee (DEAC)** to ensure stakeholder engagement by October 31, 2012
2. Adopt educator evaluation rubrics that include **state-approved teacher and principal practice evaluation instruments** by December 31, 2012
3. Begin to **test and refine evaluation rubrics** by January 31, 2013
4. Form **School Improvement Panel** to oversee evaluation activities by February 1, 2013
5. Thoroughly **train teachers** by July 1, 2013
6. Thoroughly **train evaluators** by August 31, 2013

Notes

All districts must complete progress reports on these milestones by February 28, 2013 and August 31, 2013

Recruitment and preparation – look ahead

Current state

- Inconsistent data around educator **vacancies, time-to-hire and attrition** metrics, and a lack of related targeted recruitment efforts
- Lack of data around which preparation programs, traditional and alt-route, are **producing our best candidates**; historical disconnect between preparation programs and K-12 initiatives

Goals

- Improve quality of preparation programs by **addressing entrance and exit requirements for candidates**
- Develop a data engine and dashboard that will help districts make **informed hiring decisions** and better target their retention efforts
- Create a **synergy between preparation programs and emerging statewide initiatives** like Common Core, new evaluation systems, and educational technology

Licensure and certification: 2011-12 accomplishments

In response to feedback from the field and in an effort to provide better customer service, NJDOE implemented significant enhancements (Phase 1) in 2011-12 which resulted in…

	Jan. to Aug. 2011	Jan. to Aug. 2012
Average call wait time	22 minutes, 58 seconds	1 minute, 24 seconds
% of calls answered in 3 minutes or less	27%	86%
# of calls abandoned before reaching customer service rep	16,579	1,508
# of calls answered	15,116	34,183

Licensure and certification – look ahead

Current State

- **Unclear correlation** between current certification assessments and educator effectiveness
- Many New Jersey requirements for certification and entrance into the profession are **not rigorous or competitive** with neighboring states
- Certification process for new teachers and their schools can be inefficient, thereby **prolonging hires**

Goals

- Create new standards for licensure and certification that better **assess candidates' pedagogical knowledge and skills**
- Streamline **initial certification processes** and provide more effective customer service to schools and districts (phase 2)

Question and Answer